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ABSTRACT

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for teaching remedial reading at the elementary level. The 42 lesson plans in this book are divided into four sections: (1) creative activities; (2) games; (3) reading comprehension; and (4) reading skills. A user's guide, activity chart, and a 26-item annotated bibliography of related sources in the ERIC database are included. (RS)

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Remedial Reading for Elementary School Students

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ERIC Clearinghouse on Reading and Communication Skills

CS009967

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. We also cover interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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TRIED is an acronym for Teaching Resources in the ERIC Database.

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Series Introduction

Dear Teacher,

In this age of the information explosion, we can easily feel overwhelmed by the enormity of material available to us. This is certainly true in the education field. Theories and techniques (both new and recycled) compete for our attention daily. Yet the information piling up on our desks and in our minds is often useless precisely because of its enormous volume—how do we begin to sort out the bits and pieces that are interesting and useful for us?

The TRIED series can help. This series of teaching resources taps the rich collection of instructional techniques collected in the ERIC database. Focusing on specific topics and grade levels, these lesson outlines have been condensed and reorganized from their original sources to offer you a wide but manageable range of practical teaching suggestions, useful ideas, and classroom techniques. We encourage you to refer to the sources in the ERIC database for more comprehensive presentations of the material outlined here.

Besides its role in developing the ERIC database, ERIC/RCS is responsible for synthesizing and analyzing selected information from the database and making it available in printed form. To this end we have developed the TRIED series. The name TRIED reflects the fact that these ideas have been tried by other teachers and are here shared with you for your consideration. We hope that these teaching supplements will also serve for you as a guide, introduction, or reacquaintance to the ERIC system, and to the wealth of material available in this information age.

Carl B. Smith, Director

ERIC/RCS

USER'S GUIDE for Remedial Reading for Elementary School Students *TRIED*

These lessons offer practical suggestions for teaching remedial reading at the elementary level. The lessons are divided into four sections: Creative Activities, Games, Reading Comprehension, and Reading Skills. In varying degrees, these lessons develop the spectrum of skills needed to become a successful reader. The Activities Chart (pages vi-vii) indicates the skills emphasized in each lesson, as well as the types of activities (such as group work and reading aloud) found in each lesson.

An annotated bibliography at the end of the book contains references to additional lessons and resources for remedial reading instruction. ERIC terms used in the search for the lessons in this TRIED and in the bibliography include Remedial Reading, Reading Instruction, Reading Difficulties, and Elementary Education.

LESSON DESIGN

These lessons have been gathered from their original sources in the ERIC database and revised into a consistent format for your convenience. Each lesson includes the following sections:

Brief Description

Objectives

Procedures

Although the lessons are addressed to you, the teacher, many times the TRIED text addresses the students directly. These student directions are indicated with a "•" (bullet). Address these remarks to your students throughout the lesson, if you so choose.

You know your students better than anyone else. Adapt these lessons to the ability levels represented in your classroom. Some of the lessons were specifically written for certain levels but can be modified easily.

Students can learn the material better if they use a variety of ways to explore the meaning of the facts and ideas they are studying. Consider these lessons as recommendations from your colleagues who TRIED them and found that they worked well. Try them yourself, modify them, and trust your students to respond with enthusiasm.

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Activities Chart

	Alphabetizing Skills	Beginning Reading	Content Area Reading	Creative Activity	Critical Reading	Games	Grammar	Group Activities	Newspapers	Phonics	Pronunciation	Reading Aloud to Others	Reading Comprehension	Reading Motivation	Reading Skills	Story Structure	Television	Vocabulary Development
Shared Book (p. 2)		X		X				X						X	X			
Caption Books (p. 4)		X		X										X				
Drawing Pictures (p. 5)				X	X								X					
Encouraging Imagination (p. 6)		X		X				X					X					
Dictated Stories (p. 7)		X		X			X	X				X		X	X			X
Stories with Puppets (p. 9)				X										X				
Team Reading (p. 11)				X	X	X		X				X						X
Taping Stories (p. 13)				X				X				X		X	X			
Phrasing Skills (p. 15)						X						X			X			X
Pronunciation Practice (p. 16)						X		X			X				X			
Initial Consonant (p. 18)						X		X		X					X			
Sounds of C (p. 20)						X				X								
Word Building (p. 22)			X			X							X					X
Word Scramble (p. 23)						X									X			
Compound Words (p. 24)						X									X			X
Synonyms/Antonyms (p. 25)						X												X
Abbreviation (p. 27)						X	X											X
Critical Thinking (p. 30)					X							X	X	X		X		
Use Your Imagination (p. 31)					X								X			X		
Story Sequence (p. 32)					X								X			X		
TV Schedules (p. 33)													X				X	

Activities Chart (continued)

	Alphabetizing Skills	Beginning Reading	Content Area Reading	Creative Activity	Critical Reading	Games	Grammar	Group Activities	Newspapers	Phonics	Pronunciation	Reading Aloud to Others	Reading Comprehension	Reading Motivation	Reading Skills	Story Structure	Television	Vocabulary Development
Nonsense Words (p. 35)					X							X						
Reader Response Logs (p. 36)					X							X						
Using Headlines (p. 38)							X		X			X	X	X				
Following Directions (p. 40)					X							X						
Historical Events (p. 43)			X									X						
Summer Mail (p. 44)												X	X					
Comprenension Guides (p. 46)			X					X				X						X
Reading Fluency (p. 49)											X	X						X
Upper- and Lower-Case (p. 50)	X					X	X							X				
Sequential Activities (p. 51)	X													X				
Consonant/Vowel (p. 53)		X				X					X			X				
Capitalization/Punctuation (p. 54)							X							X				
Auditory Discrimination (p. 56)										X				X				
Collaborative Story Telling (p. 58)								X				X		X				X
Writing Stories (p. 59)					X			X					X	X				X
New Vocabulary (p. 61)						X						X		X				X
Word Recognition (p. 63)											X			X				X
Prefix "Re-" (p. 64)														X				X
Paired Reading (p. 67)								X				X	X	X				X
Semantic Grids (p. 68)				X				X						X				X
Writing Activities (p. 70)				X	X								X	X				

Creative Activities

Beginning Reading

A Shared Big-Book Experience

Source

ED 294 145

Strategies & Ideas for Young Readers in "Chapter 1" Instructional Activities. Bulletin No. 1826. Louisiana State Department of Education, Baton Rouge. 1987. 134 pp.

Brief Description

Students are assisted in the reading process by reading predictable books in large text in a shared-book experience.

Objective

To give students practice in oral reading and to increase their reading ability.

Procedures

Steps in Making a Big Book

1. Use 18 x 20-inch paper for the storybook pages and cardboard for the two outside covers.
2. Clearly print the text from a poem, song, nursery tale, or predictable book on the large sheets of paper.
3. Reproduce the illustrations from the book through the use of an opaque projector or overhead projector and a transparency.
4. Laminate the cover and pages.
5. Attach the pages of the book to the covers by doing one of the following:
   a. punching holes in the pages and using rings,
   b. sewing the book together, or
   c. pushing large paper brads through the pages.
6. To store the book, arrange it on a coat hanger and hang it on a hook with other big books.

Using a Big Book for Instruction

1. Plan for a 30-minute reading activity.
2. Read a regular storybook to the students.
3. Read from a big book placed on an easel and point to each word as it is read.

4. Encourage students to read along.

5. Read the book again but omit the last word of each sentence, and let students fill in the correct word.

6. To extend the experience, on another day plan some of these activities:

   a. Point out likenesses and differences of the beginning sounds of words.

   b. Record a tape of the big book story and allow students to listen to it throughout the day.

   c. List key words on the inside of the back cover for students to learn in isolation from the context.

   d. As words are learned, print individual words on cards that your students can store in boxes or string together.

   e. Copy the text from each page of the big book on a duplicating master and run off a copy of the book for each student. Students put the pages in order and illustrate a cover that is stapled to the pages.

Comments/Notes:

Beginning Reading

Student-Made Caption Books

Source

ED 294 145

Strategies & Ideas for Young Readers in "Chapter 1" Instructional Activities. Bulletin No. 1826. Louisiana State Department of Education, Baton Rouge. 1987. 134 pp.

Brief Description

Students make their own caption books using photographs, pictures, and scratch-and-sniff stickers.

Objective

To help the students begin the process of learning to read while building their self-esteem and confidence in reading.

Procedures

Caption books are picture books with short captions that are highly similar to each other. They help inexperienced readers integrate their reading skills. The vocabulary is limited, the sentences are simple, the theme is usually very meaningful to the student, and the story is illustrated with interesting pictures.

1. Use scratch-and-sniff stickers of the child's choosing to write an *I Can Smell* book. The sentence "I can smell a _____" is printed on the upper part of the left pages and the stickers are placed on the right pages.

2. Take pictures of individual students while they are working on activities, and write a book titled *Who Is Working?* The caption on the left page could be "_____ is working," with a picture of that student on the right page.

3. Simple pictures of things or animals that children can draw, color, cut out, and paste can be used as a basis for a book called *I Can Draw*. Pictures of bugs, spiders, fish, clams, oysters, butterflies, worms, caterpillars, etc., could be drawn fairly easily by children. Put the caption "I can draw a _____" on the left page and the picture on the right page.

Ideas for Binding

1. Use durable covers (cardboard from tablets) that are covered in adhesive paper or fabric appropriate to the content of the book.

2. Sew the covers and pages together with heavy thread or yarn.

3. Cover the bound pages with wide, heavy tape.

Critical Reading

Drawing Pictures from Directions

Brief Description

The student practices comprehension by following directions to draw a picture.

Objective

To help students comprehend what they read.

Procedures

Provide students with paper and crayons. Give students a list of directions. (You may do this with any project. The directions may go from simple to complex depending on the child's ability.)

- **Follow the directions to draw a picture.**

  1. **Draw a big tree in the middle of your paper.**
  2. **Draw a little tree on each side of the big tree.**
  3. **Make a large sun in the corner of your picture.**
  4. **Draw a bird's nest in the biggest tree.**
  5. **Draw a bird next to the nest.**
  6. **Draw three flowers under the tree.**

When all students have finished drawing, compare their pictures as a class. Discuss any differences they see.

- **Why are the pictures different, when the directions are the same?**

Source

Coe, Anthony W. "What To Do about Comprehension," *Academic Therapy*, v22 n5 May 1987, pp. 501-507.

Beginning Reading

Encouraging Imagination through Art

Source

Coe, Anthony W. "What To Do about Comprehension," *Academic Therapy*, v22 n5 May 1987, pp. 501-507.

Brief Description

After reading a story, students use their imaginative abilities in acting out charades, drawing pictures, making clay models, painting pictures, and selecting the correct statement about a drawing.

Objective

To help students visualize stories and increase their comprehension.

Procedures

Activity One: Charades

Give the students a short-story reading assignment.

- Read the story.
- See pictures in your mind of what the story is about.
- Act out a charade of the story.
- Draw a picture of the story.

Activity Two: Art Work

Ask the students to listen to a short story on a record.

- Complete one of the following projects about the story:
  1. Draw a picture.
  2. Make a clay model.
  3. Paint a picture.
- Show your art work to the class and explain it.

Activity Three: Which Is Correct?

Find a drawing that illustrates a concept, object, or action in a story. Write out several statements that describe the drawing. Have errors in all but one of the statements. Present the drawing and the statements to the class.

- Choose the statement that describes the picture correctly.
- What is wrong with the other statements?

Beginning Reading

Dictated Stories

Brief Description

Through directed conversation you help the students write their own stories.

Objective

To aid the student in learning to read in a way that is similar to learning to talk.

Procedures

Begin a conversation with a student about a personal experience that he or she has had. Gently suggest a topic if the student cannot think of something specific to relate. Let the student talk until his or her supply of thoughts about the subject is exhausted.

Suggest to the student that you will write down on the chalkboard some of the things being talked about.

Ask the student for the name of the story: this enables the student to focus on a main idea; then he can elaborate on the theme. It also helps the student stick to the subject.

Make sure that the student is watching you write. Point out that the word at the beginning of a sentence and the names of people and places in the middle of a sentence begin with capital letters. The rest of the words begin with small letters.

Let the student generate a full sentence about the topic before you write it down. Allow the student to change thoughts in midstream or start over.

Say each word aloud as you write it down. Remind the student to watch as you write. The student needs to observe you as you read. Have the student point to each word as it is read to see that it is his or her own speech that has been written down and read.

Read the story smoothly and expressively, pointing to each word as you read. Now let the child read along with you as you point to the word.

Source

ED 294 145

Strategies & Ideas for Young Readers in "Chapter 1" Instructional Activities. Bulletin No. 1826. Louisiana State Department of Education, Baton Rouge. 1987. 134 pp.

Offer to let the student read as much of the story alone as he or she can. Assure the child that you will help with words that he or she cannot recall.

Ask the student to tell you his or her favorite word in the story. Ask if the child can find it in the story. Underline the word. Write it on an index card, and give it to the student.

Suggest that the student illustrate the story. This will help with recall of the story later.

Suggest that the student share the story with a friend.

Put the story on the bulletin board for the class to view.

The next day, review the title of the story and the favorite word with the student. Underline the word. Help the student reread the story. Reproduce the story so that the student may have a copy.

Comments/Notes:

Reading Motivation

Dramatizing Stories with Puppets

Brief Description

Students construct masks and puppets for use in dramatizing reading selections.

Objective

To motivate readers to develop a better attitude toward reading and to integrate various reading skills.

Procedures

Paper Plate Face Mask

- Draw a face as large as your face on the back of a paper plate.
- Cut out the two eye holes.
- Glue a stick to the bottom of the paper plate.
- Hold the stick in your hand, place the mask over your face, and look through the eye holes.
- Plates that come with sections make interesting characters.

Meat-Tray Puppet

- Cut out facial features from felt.
- Glue them onto foam meat trays from the grocery store.
- Glue strands of yarn to the top and side edges for hair.
- Attach a stick to the bottom of the tray.

Paper-Bowl Puppet (Two-faced)

- Use two paper or Styrofoam bowls. Cut out a notch on the rim of one of the bowls, and fit the stick handle into the notch.
- Glue the stick and two bowls together with the insides of the bowls facing each other.
- Add smiling or laughing facial features to one side (bottom of one bowl).

Source

ED 294 145

Strategies & Ideas for Young Readers in "Chapter 1" Instructional Activities. Bulletin No. 1826. Louisiana State Department of Education, Baton Rouge. 1987. 134 pp.

- Add crying or frowning facial features to the other side (bottom of other bowl).
- Use the happy face for happy parts of your story, and the sad face for the sad scenes.

Whole-Figure Stick Puppet

- Cut out a person or animal from a workbook, magazine, catalog, or coloring book, or cut out all of the characters from a photocopy of a story in a basal reader.
- Glue to oaktag.
- Color with crayons or markers, unless the pictures are not already in color.
- Cut out the oaktag.
- Glue a stick to the back of the character.

Comments/Notes:

Group Activities

Cooperative Team Reading

Source

Madden, Lowell. "Improve Reading Attitudes of Poor Readers through Cooperative Reading Teams," *The Reading Teacher*, v42 n3 December 1988, pp. 194-199.

Brief Description

Uses cooperative reading teams, consisting of students with varying abilities and needs, to complete reading assignments.

Objective

To motivate poor readers to learn.

Procedures

This series of activities is designed to be used with small groups of students who have varying abilities. Each activity is a group effort, yet it provides students with individual assignments that are compatible with their abilities. Students can complete their individual tasks successfully, thereby contributing to the successful completion of the group activity.

Activity One: Language Experience Story

Write a language experience story with the entire class. Divide the class into groups of three.

- Illustrate the story you have just written as a class.
- Read the story aloud together.

Activity Two: Group-Composed Story

Divide the class into groups of three, and show them a picture as a story starter. Some examples are:

a circus clown

a child and a dog

a group of animals

a knight and a castle

- Discuss the picture, and as a group, compose a story about it.
- Write the story down. Read it to each other. Rewrite it until all three members of your group are satisfied.
- Read the story aloud together as a class.

Activity Three: Vocabulary Words

Randomly divide students into pairs, and give each pair a vocabulary word from a story being read.

- Locate the vocabulary word in your dictionary.
- Act out the meaning of the word and its antonym (the opposite meaning of the word). Ask the rest of the class to try to guess the word and its antonym.

Activity Four: Writing Questions

Randomly assign groups of two or three students. Prepare them to read a new story by working with its vocabulary and concepts.

- Develop a set of questions for others to answer about the story.
- Predict how others will answer your questions.
- Read the story together, and see if your questions are answered.
- Were your predictions correct?

Activity Five: Find the Problem

Randomly assign groups of two or three students. Prepare them to read a story by introducing its vocabulary, concepts, and guide questions.

- Read the story until you encounter the problem that the characters must resolve.
- Describe the characters and the setting.
- Identify the problem.
- Predict how the problem will be resolved.
- Finish reading the story, and discuss whether it ends as you predicted.
- As a group, write your own ending to the story.

Activity Six: Science Glossaries

Assign groups of two or three students, and assign terms from their science glossaries.

- Work together to find definitions of the terms.
- Make a crossword puzzle of the words for the other science groups to complete.

Group Activities

Tape Recording Stories

Brief Description

A team of two students selects a two-person play, tape-records it, makes puppet characters, and presents the play to their classmates.

Objective

To motivate students to improve reading fluency and expression; to increase self confidence and teach teamwork.

Procedures

Oral reading may be used as a source of entertainment and ego building if students are allowed to choose a selection, read it silently, and then read it aloud for a specific purpose.

Select several simple, two-person plays that your students are capable of reading with limited help from you. Team your students in pairs.

- With your partner, select a play that you think would be fun to read.
- Read the play silently, making a list of words with which you need help. Ask your teacher for help with the words.
- With your partner, record the play on tape. You may ask your teacher for help with the equipment.
- Keep recording the play until you and your partner are satisfied with it.
- Make puppets to go with the characters in your play.
- Practice using your puppets to act out the play while you play the tape.
- Present your puppet play to the entire class.

Source

"Interchange." *Reading Teacher*, v36 n7 Mar 1983, pp. 690-694.

Games

Reading Aloud

Phrasing Skills

Brief Description

Students practice phrasing while reading orally and listening to others read orally.

Objective

To improve the students' phrasing in oral reading and listening.

Procedures

Activity One: Pony Express

On index cards, write sentences using recent vocabulary words. Fill a pocket folder with these cards. Explain to your students that each card is a "letter" in the "pony express bag" (the pocket folder).

- One at a time, go to the saddle bag and take a letter.
- Read it to the rest of the class.
- When all the letters are gone from the bag, mail your letters by placing them back in the bag.

Activity Two: Stand-up Game

Ask the students to lay their heads on their desks and close their eyes. Read a story aloud, pausing for periods.

- Each time the teacher pauses for a period, raise your hand.
- If you do not raise your hand, you are out of the game.

The students remaining when the story has been finished are the winners.

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Group Activities

Pronunciation Practice

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Brief Description

Students practice pronunciation of words through a speech race and spelling bee.

Objective

To improve students' pronunciation of words that are often mispronounced.

Procedures

Activity One: Speech Race

Prepare a list of sentences including words that students often mispronounce.

1. Just (jist) see how the cars can (kin) go.
2. Bill thinks his will (his'l) win.
3. Let's go fishing (fishin) in the creek (crick).
4. Let's blow our whistles (wistles) at the whales (wales).

Write the sentences on the blackboard.

Make a racetrack by dividing a piece of 8 x 36-inch oaktag into four rows. Divide each row into ten sections three inches long with a finish area that is six inches long.

You need four toy cars that fit into the rectangular areas on the racetrack.

Divide the class into four teams. Each team will have a car in the race.

- Begin with Player One on Team One, then Player One on Team Two, and so on.
- Players take turns reading a sentence, making sure they pronounce each word correctly.
- Each time a player reads the sentence correctly, he or she moves the team's car forward one space along the racetrack.

- The team that gets to the finish line first is the winner.

Activity Two: Pronounce It Right

Make a list of mispronounced words, such as: hundred (not hunnert or hunderd), just (not jist or jest), library (not liberry), because (not becuz).

Divide the class into two teams, and have them line up facing you, as in a spelling bee. Have all the students first spell the word in unison: h-u-n-d-r-e-d. The first student on Team One pronounces the first word and gets a point if it is pronounced correctly. If the word is mispronounced, ask the class to pronounce the word properly in unison. Then the first student on Team Two pronounces the next word, and so the game continues. The team with the most points at the close of the game wins.

Comments/Notes:

Word Recognition

Initial Consonant Recognition

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Brief Description

Students practice initial consonant sounds by identifying animals, listing items in categories, and locating the correct letter card.

Objective

To help students learn to recognize initial consonant sounds.

Procedures

Activity One: Animal Cages

Collect toy animals, the name of each one beginning with a different consonant, and place them in a container.

deer	monkey	fox
rhinoceros	lion	seal
tiger	camel	walrus
zebra	bear	kangaroo
gorilla	hippopotamus	pig

Have empty strawberry boxes with the beginning letter of the animals' names affixed to each—d, m, f, r, l, s, t, c, w, z, b, k, g, h, and p. These boxes are the cages. Make sure that the students are familiar with the animals.

- **Say the name of the animal and listen for the beginning sound.**
- **Put the animal in the cage marked with its beginning sound.**

Activity Two: Letter Toss

Make a set of alphabet cards, omitting Q, X, Y, and Z. Prepare a list of categories (based on the knowledge level of your class), such as:

cities and towns

countries

flowers and trees

book titles

famous people

Name a category. Then hold up the alphabet cards in turn.

- Name something in the category beginning with the letter on the alphabet card.

The first student to name an item gets the card. Keep the game moving quickly. The student who has the most cards at the end of the game is the winner.

Activity Three: Jackpot Game

Make a set of letter cards for each student with the consonants being studied. All the decks should be alike.

Give each student a set of cards.

- Place the cards in front of you. As the teacher says a word, find the card showing the word's beginning consonant sound and hold it up.
- The first person to hold up the correct card collects that letter card from each of the other students.

Continue until all the cards have been played. Whoever has the most cards at the end of the game is the winner.

Comments/Notes:

Phonics

The Sounds of C

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Brief Description

Students practice recognizing the difference between the hard and soft sounds of the letter c by reading them on cards and the chalkboard and by identifying pictures that have objects with the letter c in their names.

Objective

To help students learn to distinguish between hard and soft c sounds.

Procedures

Activity One: C Drill

Glue cards that say "hard c" and "soft c" to clothespins. Clip the clothespins to the side of plastic tumblers or bowls. Place the tumblers near boxes that contain c-word cards. On the top of each box, glue the rules that determine the hard and soft sounds. (Rule: the letter c before e, i, and y usually has a soft sound, that is, it sounds like s, like the c in city. The sound of a hard c sounds like the c in cat.)

cent	since	police	course	contain
carrot	ice	race	center	second
cream	come	magic	palace	grocery
pencil	corn	cold	core	contain
copy	tonic	atomic	coal	cemetery
circus	cattle	voice	cereal	arithmetic
notice	rice	attic	calf	cup

- Put the c cards in the right tumblers.

Activity Two: Which Sound?

Prepare pictures of objects with soft and hard c sounds in them (for example, a picture of a cat, carrot, mice, circus). Give each pupil a piece of paper with k on one side and s on the reverse side.

- As you see each picture, hold up the letter that tells the c sound with which the picture's name begins.

Activity Three: Erasaword

On the blackboard write a group of words containing either a hard or soft c. Two students stand at the blackboard. Ask them to locate a word containing the c sound that you indicate. The first student to point to a word containing the indicated sound gets to erase the word after reading it correctly. That student stays at the board to play another round. The other student sits down, and a new challenger comes to the board.

Comments/Notes:

Reading Comprehension

Word-Building Activities

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama, 1976. 180 pp.

Brief Description

Students practice comprehension through word games.

Objective

To develop students' comprehension and word-building skills.

Procedures

Sometimes students cannot understand what they have read when questioned about the subject matter, or when simply asked to tell about the reading. The following activities are designed to develop comprehension.

Activity One: Let's Build Riddles

Write sets of riddles in which subsequent answers begin with the same letter with which the first answer ended. Write the riddles and answer blanks on the chalkboard or duplicate them for each student.

1. I am man's best friend. (dog)
2. Flowers are grown in me. (garden)
3. A bird built me in a tree. (nest)

Write each answer so that the beginning letter of the answer is aligned under the ending letter of the previous answer.

Variations: The riddles could concern word meanings of current units of study in reading, social studies, or health.

Activity Two: Paragraph Meaning

Make a booklet by fastening 8 x 10-inch sheets of tagboard together with metal rings. Paste pictures that relate to the information being studied on each page of the booklet. Glue envelopes under each picture and one on the back of the booklet. Write a short paragraph about each picture on a 2 x 4-inch card. Place the cards in the envelope on the back of the booklet. Provide a key so the students can check their answers.

- Read the paragraph on the card. Look at each picture in the booklet, and place the card in the envelope under the picture that the paragraph describes.

Spelling

Word Scramble

Brief Description

Students use a spelling-word gameboard made of cardboard and cut-out letters to learn spelling words.

Objective

To reinforce and improve students' spelling skills by having them find the letters for a word and place them in the correct order.

Procedures

You need a spelling-word gameboard made of cardboard, thin cardboard strips, a felt pen, scissors, and a list of spelling words.

Print the spelling words on the cardboard strips, leaving enough space between the letters to be able to cut the strip into letter squares large enough to handle.

- Take turns choosing a word.
- Cut it into letter squares and scramble them.
- Spell the word on the gameboard.
- As the game proceeds, remove old words, place the letters in one area, and scramble them.
- Take turns making words from the scrambled letter pile.
- Ask the teacher to make extra letters if necessary.

Variation 1: Give words from a spelling list to your students. The gameboard is placed between two students who are sitting side-by-side. Each student has a set of letter squares. When you say a word, such as "ring," each student works quickly to spell the word in cut-out letters on the board. Students who are uncertain of spellings may check a dictionary.

Variation 2: Prepare spelling lists for each student, composed of words which they have missed on a spelling test. Divide your students into pairs, each with their list of spelling words. They exchange lists, and, taking turns, each asks the other, one word at a time, to spell the words on the lists. The students spell the words with cut-out letters on the board. Students may check the spelling in the dictionary.

Source

ED 239 469

Kitano, Margie, and others. *Heuristic Methods for the Mildly Handicapped: Research Report and Manual for Teaching Language Arts and Reading. Final Report.* New Mexico State University, Las Cruces. Department of Educational Specialties. 1983. 91 pp.

Vocabulary Development

Compound Word Formation

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Brief Description

The student forms compound words, spells them, and uses them in sentences.

Objective

To help students develop skills in forming, spelling, and using compound words.

Procedures

Quiz-Bee

On the chalkboard write two lists of words from which compound words can be made.

1. sun	a. man
2. race	b. tan
3. snow	c. track
4. bird	d. house
5. some	e. ball
6. base	f. fish
7. my	g. where
8. gold	h. self

Divide students into two teams.

- **Each team takes turns selecting a word from each list and forming a compound word.**
- **Pronounce the word.**
- **Look away from the board and spell it aloud.**
- **If you are correct, you get a point for your team.**
- **Ask another student to use your word in a sentence.**

Word Recognition

Synonyms and Antonyms

Brief Description

Students practice recognizing antonyms and synonyms by hearing word pairs, hearing a word and acting out its antonym, and playing bingo.

Objective

To assist the students in recognizing synonyms and antonyms.

Procedures

Activity One: Thumbs Up, Thumbs Down

Make a list of word pairs that contain both synonyms and antonyms.

Read a pair of words to the students.

- If the words are synonyms, hold your thumbs up. If the words are antonyms, hold your thumbs down.

Activity Two: Do the Opposite

Place the students in a line facing you. Using a set of antonym flash cards, hold up a word card (e.g., laugh).

- Do the opposite of the word on the card.
- The first one who does this, step forward one step. Everyone else step back one step.

The player who crosses the finish line first wins.

Suggested words:

laugh – cry	up – down
sit – stand	hot – cold
left – right	short – tall
yell – whisper	smile – frown
yes – no	back – front

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Activity Three: Antonym Bingo

Make a set of bingo cards, one for each student. Each bingo card is divided into sixteen squares. On each square write a word, making the word order on each student's card different. Write an antonym for each word on small pieces of paper.

Shuffle the pieces of paper, and place them in a stack.

Take the top card from the stack and read it.

- What is the antonym?
- Use a game marker to cover the word's antonym on your bingo card.

The first student to cover four in a row wins.

Variation: This game may also be played using synonyms.

Comments/Notes:

Vocabulary Development

Rules of Abbreviation

Brief Description

Students learn the rules for abbreviations with the use of "The Chili Game."

Objective

To give students practice in making abbreviations, learning the proper rules in a relaxed, fun way.

Procedures

Show students a list of abbreviations and a list of the words they represent. Explain the rules for abbreviations.

Mr.	Mister
Mrs.	Mistress
Jr.	Junior
Dr.	Doctor
Sr.	Senior
Co.	Company
Inc.	Incorporated
St.	Street
Ave.	Avenue
Blvd.	Boulevard
R.R.	Railroad
U.S.	United States
IN	Indiana
DC	District of Columbia
NW	Northwest

Source

ED 239 469

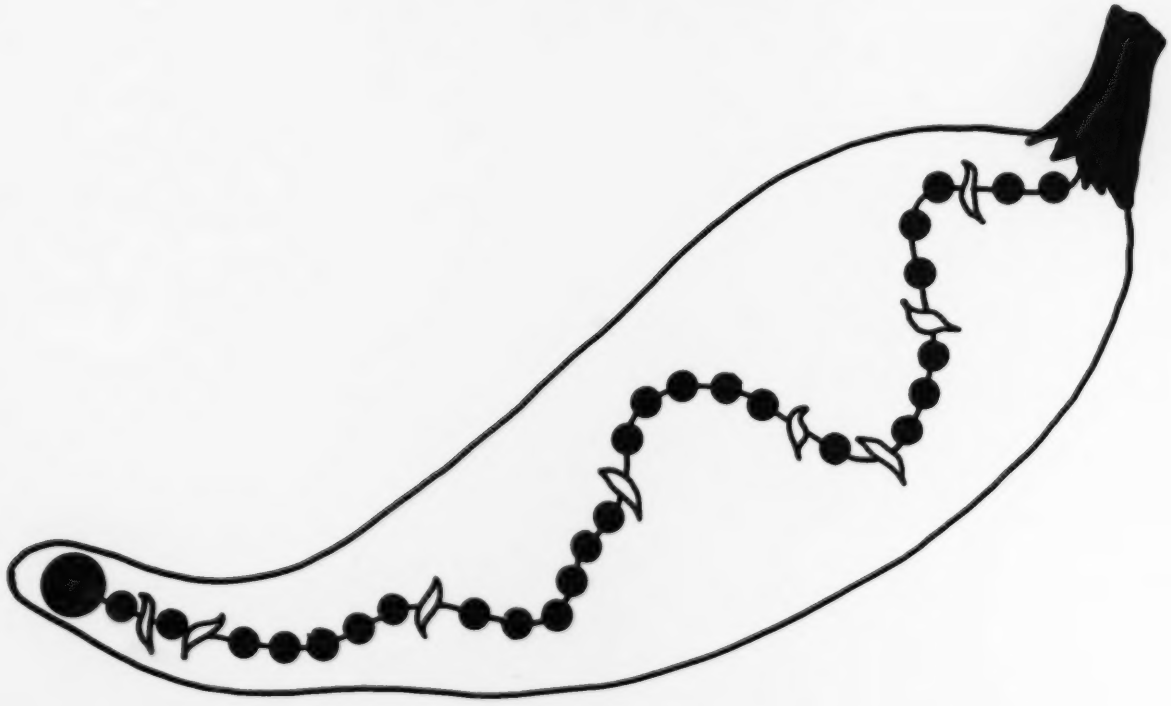
Kitano, Margie, and others. *Heuristic Methods for the Mildly Handicapped: Research Report and Manual for Teaching Language Arts and Reading. Final Report.* New Mexico State University, Las Cruces. Department of Educational Specialties. 1983. 91 pp.

Make one card for each abbreviation and another card for each full word.

- Match the correct "word" card to the corresponding "abbreviation" card.
- State the rules for making this abbreviation.

This lesson can be turned into "The Chili Game." You need a Chili gameboard (like the one below, but draw the chili seeds in a different color from the dots), markers (beans, buttons, game markers), dice, and timer (if desired).

- Roll the dice to see who plays first. The player with the highest roll of the dice starts first.
- Place the markers at the base of the chili on the large black dot opposite the stem.
- Take turns by rolling the dice.
- Move your marker the number of dots on the dice.
- If you land on a dot, match an abbreviation card with its word card, and state the rules for the abbreviation.
- If you land on a chili seed, go back to the base of the chili and start over.
- The first one who goes to the stem of the chili wins.



Reading Comprehension

Story Structure

Inferential and Critical Thinking Skills

Source

Coe, Anthony W. "What To Do about Comprehension," *Academic Therapy*, v22 n5 May 1987, pp. 501-507.

Brief Description

After hearing or reading a story, students (1) describe what they experience when they imagine that they are a part of the story, or (2) find errors in the story.

Objective

To increase the student's literal, inferential, and critical comprehension and imagination.

Procedures

Activity One: Mood Stories

Read a story with "mood"—a scary ghost story, an exciting circus story, or a funny zoo story about thinking and talking like the animals.

- **Pretend you are in the story.**
- **Describe what you see, smell, and feel.**

Activity Two: Story Errors

Tell a story into which you insert errors.

- **Find the errors in the story.**
- **What do you think really happened in the story?**

Story Structure

Use Your Imagination

Source

Coe, Anthony W. "What To Do about Comprehension," *Academic Therapy*, v22 n5 May 1987, pp. 501-507.

Brief Description

Students use their imagination to make changes in the story, create a new ending to the story, or guess what happens next in the story.

Objective

To help students see the sequence of the storyline by using their imaginations.

Procedures

Activity One: What Would Have Happened?

Show the class a picture from a story that you have read. The picture can be one that you have drawn or an illustration from the book. Ask the students questions, the answers to which might change the story, such as the following:

- "What would have happened if it had snowed that day?"
- "What would have happened if the father had not died?"

Activity Two: Predict the Ending

Read a story, but stop before the story ends. Prompt your students to imagine three or four endings, and write them on the board. Then finish reading the story. Now ask your students the following questions:

- How would you end the story?
- Compare the endings you suggested with the actual ending.
- How are the endings similar?
- How are the endings different?
- Does anybody like his or her own ending better? Why?

Activity Three: Storyline Predictions

Read part of a story. Stop. Ask the students to guess what might happen next. Continue reading. Stop. Ask for speculation again. Do this several times. When you have finished the story, discuss the similarities to and differences from what the students thought might happen and what happened according to the written story.

Story Structure

Main Idea and Story Sequence

Source

ED 291 223

Wesson, Caren, and others. *Specifying the Instructional Plan.* Wisconsin University, Milwaukee. 1986. 119 pp.

Brief Description

The students use an illustration of the hand and descriptive sentences to find information in the reading assignment.

Objective

To help the students find the main idea in the story being read.

Procedures

Activity One: Helping Hands

After assigning a story to read, ask the students to do the following:

- Trace each hand on a piece of paper.
- On the left palm, print the words "main idea." On each finger of the left hand, print the words "who, what, when, where, why."
- Read the assigned story.
- Find the main idea in the story, and print it in the palm of the right hand. Find the answers to who, what, when, where, and why, and print them on each finger.

Activity Two: What's Going On?

To aid students in their comprehension skills, write a group of sentences that contains a variety of discrete actions or descriptions of a certain activity.

Mother liked the green pair.

The clerk helped them.

Mother drove Susan to the store.

Susan's tennis shoes had holes in them.

- What activity is taking place?
- Where is the activity taking place?
- Who is involved?
- Write the sentences in the order that they happened.

Televison

Reading TV Schedules

Brief Description

Students use a weekly TV schedule to locate specific information concerning television programs.

Objective

To develop students' reading comprehension skills while doing minor research in an enjoyable medium.

Procedures

Activity One: TV Schedule

- In a TV schedule, find and underline one example of each item named below. Write the title of the show on the blank line at the end of each item.

  1. a daily talk show _____
  2. a daily game show _____
  3. a sports special _____
  4. a weekly stunt show _____
  5. a movie that starts between 7:00 and 9:00 p.m. _____
  6. a nightly game show _____
  7. a show dealing with government/politics _____
  8. a national news report _____
  9. a fine arts show _____
  10. a local news report _____

Activity Two: TV Search

- You will need a current week's TV schedule to do this activity.

  1. List the channels that broadcast a five o'clock news program. Note whether it is a national or a local newscast.

Source

ED 221 843

Reading: Parents, Kids, Teachers, inc. A Resource Guide for Teachers Interested in Parental Involvement. Oklahoma State Department of Education, Oklahoma City. 1982. 224 pp.

2. Fill in the timetable, listing the names, stations, and times of the shows you plan to watch tonight from 8:00 to 10:00 p.m.

   TIME CHANNEL NAME OF SHOW

3. Choose one two-hour movie to watch this week. Tell when it airs, on which channel, and why you chose that particular show.
4. Design an advertisement for your selected two-hour movie (from item #3) for display in your home to convince other family members to watch it with you. (A newspaper page makes a good poster—draw, color, or paint right over the printed words.)
5. Find the name of a show that could give you a recipe.

Comments/Notes:

Critical Reading

Identifying Nonsense Words

Brief Description

The student practices comprehension by identifying nonsense words.

Objective

To help students comprehend what they hear.

Procedures

Identifying Nonsense Words

Write a list of sentences that contain nonsense words. The sentences will not make sense.

1. John has *popcorn* hair.
2. The sunshine is very *cold*.
3. Books are fun to *eat*.
4. Knives are used to *cook* paper.
5. Horses eat *bricks*.
6. It is fun to swim the *grass*.
7. Hammers are used for *cooking*.
8. I drink water out of a *table*.
9. My bed is in the *yard*.
10. I'm going to cut the grass with my *toothbrush*.

Read each sentence to the class.

- Which word does not make sense?
- Change a word so that the sentence makes sense.

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Critical Reading

Reader Response Logs

Source

Sudduth, Pat. "Introducing Response Logs to Poor Readers." *Reading Teacher*, v42 n6 Feb 89, pp. 452.

Brief Description

Students use a literature response log to record their ideas as they read.

Objective

To develop the students' independent use of literature response logs to increase thinking and comprehension during reading.

Procedures

Ask all your students to read the same book. You can be a model for them by reading the book along with the students and stopping to make comments. Use your background knowledge, register questions raised by the reading, and react to cues picked up in the text.

Write a response guide statement on the chalkboard. You could use one of the following statements:

1. I was surprised when _____.
2. Since _____ and _____ have happened, I predict that _____ will happen next.
3. This story reminds me of the time that I _____.

Write the students' responses on the chalkboard as they dictate.

- Copy all the responses into your log, and use them as a model the next time you are asked to make comments in your log.

As students become familiar with the routine of writing in the logs, give them an assignment and let them work on their own, asking questions when necessary.

Continue group discussions to generate ideas.

- Using your own words, write the ideas gained from this discussion in your log.

Brainstorm a list of log topics that the students can keep in the front of their logs. They can refer to this list when they have difficulty thinking of ideas for entries.

Use a kitchen timer to structure the time spent between reading and log entry to set a daily routine for independent reading and writing (20 minutes for reading, 10 minutes for writing).

Set a regular time for students to share their log entries. A good schedule is to read and write three or four days a week and read to each other one or two days a week.

Comments/Notes:

Newspapers

Four Activities Using Headlines

Source

ED 221 843

Reading: Parents, Kids, Teachers, Inc. A Resource Guide for Teachers Interested in Parental Involvement. Oklahoma State Department of Education, Oklahoma City. 1982. 224 pp.

Brief Description

Students complete puzzles made of newspaper headlines, write their own newspaper headlines to stories, illustrate newspaper headlines, and practice reading newspaper headlines aloud using their voice to emphasize different meanings.

Objective

To increase students' reading comprehension by using newspaper headlines.

Procedures

Activity One: Headline Puzzles

Copy a headline from the newspaper. Cut it apart and mix up the words.

- **Complete the puzzle so that the headline makes sense.**
- **Locate the headline in the newspaper.**

Activity Two: Writing Headline Copy

To help your students work with main ideas, choose some newspaper stories of interest to them. (Note: Newspapers often provide a weekly children's section, with games and articles of interest to elementary-age students. Using stories from these sections might better suit your students' ability levels.) Cut the headline from the stories. Do not let your students see the original headlines until they have written their own.

- **Read the stories.**
- **Make up your own headlines for the stories.**
- **Compare your headlines with the ones used in the paper.**

Activity Three: Headline Art Work

- **Select a headline from the newspaper.**
- **Draw a picture to demonstrate the meaning of the headline.**

Activity Four: Reading Headlines Aloud

- **Pick a catchy headline.**
- **Read the headline aloud, using your voice to show different emotions.**
- **If there is a comma, try moving it to see if it changes the meaning of the headline.**

Comments/Notes:

Critical Reading

Understanding and Following Directions

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Brief Description

Students practice reading and listening to sets of instructions and then follow them.

Objective

To increase the students' ability to comprehend and follow instructions.

Procedures

Sometimes a student is unable to perform a task adequately because of failure to read directions or understand them. The following activities are designed to develop comprehension of directions.

Activity One: I'm Listening

Give each student a duplicated sheet containing ten rows of words. Each row includes things to eat, things to wear, and things to ride.

1. apple, shirt, orange, bicycle, hat
2. tricycle, steak, potatoes, shoes, bus
3. car, pork, cake, cap, peanuts
4. banana, horse, necktie, beans, cookies
5. traitor, coat, buns, grapes, slippers
6. raincoat, airplane, peas, blouse, train
7. boat, pie, sweater, squash, turnips
8. cart, pony, skirt, apron, ice cream
9. belt, mittens, pudding, crackers, bicycle
10. wagon, corn, bread, dress, stockings

Give the directions to the students only once. Tell them to mark the words as soon as you have given directions for that row. For example:

- In row one, put a line under every word that is something to wear.
- In row two, draw a box around every word that is something to eat. Mark an "X" through each word that is something to ride.

Variations: Categories other than the three suggested (eat, wear, ride) can be used. Written directions instead of oral directions can be used.

Cautions: When first doing the assignment, students may be able to mark only one thing for each row. Remember, give the directions only once.

Activity Two: How Well Can You Follow Directions?

Give each student the "Can You Follow Directions?" sheet (see following page). After students complete the activity, lead a discussion on how well students followed (or didn't follow) directions.

Comments/Notes:

Can You Follow Directions?

Sure you can. Or can you? Here's your chance to try. Just concentrate! But remember, you have only four minutes.

1. Read all directions carefully before doing anything.
2. Put your name in the upper right-hand corner of this page.
3. Circle the word "name" in sentence No. 2.
4. Draw two small squares in the upper left-hand corner of this paper.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Sign your name under the title.
8. After the title, write "yes, yes, yes."
9. Put a circle around each word in sentence No. 7.
10. Put an "X" in the lower left-hand corner of this page.
11. Draw a triangle around the "X" you just put down.
12. On the reverse side of this paper, multiply 120 by 10.
13. Draw a rectangle around the word "paper" in No. 4.
14. Call your own first name aloud when you get to this point in the test.
15. If you think you have followed directions up to this point, call out "I have."
16. On the reverse side of this paper, add 4016 and 2026.
17. Put a double circle around your answer. Put a square inside the circles.
18. Count out loud in your normal speaking voice backward from ten to one.
19. Now that you have finished reading carefully, do only directions 1 and 2.
20. After completing the test, figure out where you failed to follow instructions, if, in fact, you failed.

Content Area Reading

Historical Events and Characters

Brief Description

Students are able to "make changes in historical events" and research historical figures.

Objective

To stimulate the students' reading comprehension by using historical events and people in their reading assignments.

Procedures

Activity One: If You Could Change History

Select a story about a famous historical event. Examples could be Columbus' discovery of America, the arrival of the Mayflower, the American Revolution, the Civil War, freeing the slaves, the shooting of President Kennedy, or any appropriate topic.

- **Read the story.**
- **Imagine what would happen if this event had not taken place.**
- **Describe what might be different today.**
- **Would this be good or bad?**
- **Explain why you think this.**

Activity Two: Believe It or Not?

Select a famous personality from history, such as George Washington, Benjamin Franklin, Adolph Hitler, or Helen Keller.

- **Find information about this person and read it.**
- **Report to the class on something famous (infamous) that this person did.**
- **Ask the class if they believe what you have reported. If they do not know, or do not believe you, challenge them to find out for themselves.**

Source

Coe, Anthony W. "What To Do about Comprehension," *Academic Therapy*, v22 n5 May 1987, pp. 501-507.

Reading Motivation

Summer Mail

Source

Brownstein, Evalyn. "Summer Mail for LD Students." *Reading Teacher*, v42 n3 Dec 1988, pp. 256-264.

Brief Description

During summer vacation, mail a paperback book and letter to students and ask for a response from them.

Objective

To encourage learning disabled students to read during their summer vacation from school.

Procedures

The summer vacation often poses a problem for learning disabled students who have just begun to read. Many do not read at all during the summer; they come back to school having forgotten much of what they had learned.

To motivate these students during their vacation, mail them "surprise packages" at least twice during the summer. The packages could include a new paperback book and a note from you about the book and your own vacation experiences. Encourage the students to write to you about their summer activities and their reactions to the book.

The following are suggested books for this summer recreational reading activity:

Books with Few Words

Goodnight, Mr. Beetle by B. Leland Jacons

Bears by Ruth Krauss

Frog Goes to Dinner by Mercer Mayer

Books with a Little More Text

The Very Hungry Caterpillar by Eric Carle

George and Martha One Fine Day by James Marshall

What God Did for Zeke The Fuzzy Caterpillar by Robert O'Rourke

Language Pattern Books

One Green Frog by Yvonne Hooker

The Comic Adventures of Old Mother Hubbard and Her Dog by Tomie dePaola

A Hole Is to Dig by Ruth Krauss

Language Pattern Books: Add-On Stories

Jump, Frog, Jump by Robert Kalan

A Giraffe and a Half by Shel Silverstein

The Great Big Enormous Turnip by Alexei Tolstoy

About Real Kids

The Giving Tree by Shel Silverstein

The Sunflower Garden by Janice May Udry

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Animal Friends

A Bear Called Paddington by Michael Bond

Are You My Mother? by P. D. Eastman

Winnie the Pooh by A. A. Milne

Creative Creatures

The Animal by Lorna Balian

Liza Lou and the Yeller Belly Swamp by Mercer Mayer

Where the Wild Things Are by Maurice Sendak

For a comprehensive list of books to enrich remedial readers, see ***Strategies & Ideas for Young Readers in "Chapter 1" Instructional Activities*** (ED 294 145), pp. 103-109.

Content Area Reading

Writing Comprehension Guides

Source

ED 240 526

Snow, David. *Instructional Implications of Inquiry in Reading Comprehension.* Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, CA. 1983. 50 pp.

Brief Description

This lesson describes how to write comprehension guides for content area material. These guides provide structure for remedial readers and help students develop inferential comprehension skills.

Objective

To improve remedial readers' content area reading skills.

Procedures

Determine what information (including inferences and conclusions) your students should understand and learn from a given text. This target information is written as a series of declarative statements and questions that collectively constitute the guide.

Students find evidence from the text to either support or reject the statements and to answer the questions in the guide. This gives a purpose for their reading and does not initially require students to construct or reconstruct the text content. Comprehension guides should contain the following sequence of statements and questions, moving from text-specific, literal statements to student-generated text summaries:

1. **Declarative statements, with references to locations in the text where supporting information can be found**
2. **Declarative statements, without reference**
3. **Questions, with references to locations in the text where information supporting answers can be found**
4. **Questions, without references**
5. **Questions that students formulate and answer**
6. **Student-produced statements (e.g., a summary) of the content of the reading passage**

The following is a sample comprehension guide for a text on dinosaurs.

The word "dinosaur" means "terrible lizard." Dinosaurs were discovered in the early 1800s. Until then, no one knew that once there were dinosaurs. Scientists dug for dinosaur bones. They found giant dinosaurs, dinosaurs the size of chickens, and many in-between sizes. They gave each kind a name. They put the bones together and made skeletons. New kinds of dinosaurs are found all the time.

(adapted from *The News about Dinosaurs* by Patricia Lauber.)

1. Answer "yes" or "no": "Dinosaur" means "tall animal." (sentence 1)
2. Answer "yes" or "no": Scientists found many different kinds of dinosaurs.
3. When did scientists first discover dinosaurs? (sentence 2)
4. How did scientists make the dinosaur skeletons?
5. Write a question about this assignment that you can ask your classmates. Be sure that you can find the answer in the paragraph.
6. In your own words, tell what you have learned about dinosaurs.

Comments/Notes:

Reading Skills

Reading Aloud

Developing Reading Fluency

Brief Description

The students read along silently as you read a story aloud, and then they read aloud simultaneously with you.

Objective

To allow the students to experience written language as a natural extension of spoken language.

Procedures

Activity One: Silent Reading

Read a passage of text aloud.

- Read the text silently as you hear it being read aloud.

Activity Two: Selected Text Reading

Select a text to read. Underline words, phrases, and sentences that you want the students to repeat after you read them. Assist the students with difficult words.

- Read the text silently as you hear it being read aloud.
- Aloud, repeat the underlined words, phrases, and sentences after your teacher has read them.

Activity Three: Simultaneous Reading

Read a passage of text simultaneously with the students. You may read louder or softer than the students.

- Read the story aloud as your teacher reads it aloud.
- Move your finger along beneath the words as you read them.

Source

Coe, Anthony W. "What To Do about Comprehension, *Academic Therapy*, v22 n5 May 1987, pp. 501-507.

Alphabetizing Skills

Upper- and Lower-Case Letters

Source

ED 291 223

Wesson, Caren, and others. *Specifying the Instructional Plan.* Wisconsin University, Milwaukee. 1986. 119 pp.

Brief Description

The students match upper-case and lower-case letters of the alphabet to the beginning letter of words printed on T-shirt shapes or on ice-cream cones, and then put them in alphabetical order.

Objective

To help the students recognize and pair upper-case and lower-case letters, and also increase alphabetizing skills.

Procedures

Activity One: Alphabet Wash

Using yarn and thumbtacks, make a clothesline across the bulletin board. Cut out paper T-shirt shapes. Paste pictures of objects and famous people on the T-shirt shapes. On one set of twenty-six clothespins write each letter of the alphabet in upper case. On another set of twenty-six clothespins write each letter of the alphabet in lower case. Place the clothespins and the shirts next to the clothesline.

- **Hang a shirt on the clothesline using the upper-case and lower-case clothespins whose sound begins the name of the picture on the shirt.**

Variation: You may hang the shirts using the final sound of the object or the vowel sound in the word.

Activity Two: Ice-Cream Cones

Cut twenty-six ice-cream cones out of paper. Write the alphabet in upper-case letters on the cones. Put the cones in an envelope.

Cut twenty-six scoops of ice cream out of paper. Write the alphabet in lower-case letters on the scoops of ice cream. Put the scoops in a separate envelope.

- **Match the upper-case letter on the ice-cream cone with the lower-case letter on the scoop of ice cream.**
- **Arrange the ice-cream cones and scoops in alphabetical order.**

Alphabetizing Skills

Two Sequential Activities

Brief Description

Students use word cards to practice their alphabetizing skills.

Objective

To improve students' alphabetizing skills.

Procedures

Before class, select word cards so the students can practice alphabetizing skills. In class, discuss alphabetizing words, its purpose, and uses outside of the classroom: in the library, in the telephone book, in any organized list of words. Show the students a book index, dictionary, and telephone book. Give students the following list of words printed on cards:

cat	dog
box	paper
artist	zoo
sea	top
rod	game

The students may use a dictionary, if it seems to help.

- Arrange the cards in alphabetical order—from A to Z.
- Arrange the cards in alphabetical order—from Z to A.

Present word cards with a group of words that is more difficult to alphabetize.

start	see
sea	stop
salt	state
stopped	star
stair	stem

Source

ED 239 469

Kitano, Margie, and others. *Heuristic Methods for the Mildly Handicapped: Research Report and Manual for Teaching Language Arts and Reading. Final Report.* New Mexico State University, Las Cruces. Department of Educational Specialties. 1983. 91 pp.

- Arrange the cards in alphabetical order.
- Since all the words begin with the letter "s," alphabetize them by the second letter.
- If the second letters are alike, alphabetize by the third letter, and so on.

Comments/Notes:

Pronunciation

Consonant/Vowel Recognition

Brief Description

Students practice consonant and vowel sounds by identifying objects and by feeding the Cookie Monster.

Objective

To assist the students in recognizing consonant and vowel sounds.

Procedures

Activity One: Sound Box

Cover a box with contact paper and label it "Sound Box." Collect objects that begin with sounds that you want the students to learn.

Sound	*Object*
c (soft)	cereal
c (hard)	cup
ch	checker
g (soft)	giraffe
g (hard)	game
ph	phone
wh	wheel

- As you learn the letter sound that begins the name of the object, place the object in the box.
- To review the letter sounds, pull an object from the box, saying the name of the object and its sound.

Activity Two: Cookie Monster Game

Write the consonant or vowel sounds you want the students to learn on cookies made of paper. Turn them face down on a table. Draw a Cookie Monster on the top of a shoebox. Cut a slit in the box for his mouth.

- Pick up a cookie, and say the sound.
- When you pronounce it correctly, feed the Cookie Monster by stuffing the cookie in its mouth.

Source

ED 291 223

Wesson, Caren, and others. *Specifying the Instructional Plan.* Wisconsin University, Milwaukee. 1986. 119 pp.

Grammar

Capitalization and Punctuation

Source

ED 239 469

Kitano, Margie, and others. *Heuristic Methods for the Mildly Handicapped: Research Report and Manual for Teaching Language Arts and Reading. Final Report.* New Mexico State University, Las Cruces. Department of Educational Specialties. 1983. 91 pp.

Brief Description

Students make corrections in capitalization and punctuation and then check their own papers for accuracy.

Objective

To give students hands-on practice in capitalization and punctuation exercises.

Procedures

Activity One: Capitalization

Prepare a set of sentences in which the necessary capitalization is omitted. After the students make their changes, give them a sheet with the proper capitalization marked.

Capitalization

1. thanksgiving comes on november 25, this year.
2. halloween comes on sunday, october 31.
3. tom lives at 1340 apple street.
4. anita lives in el paso, texas.
5. christmas will be on a saturday this december.
6. mike goes to conlee school.

- Fill in capitalization, and state the rules for the capitalization you use.
- Compare the sheet with the correct capitalization with your sheet.
- What new rules do you see?

Activity Two: Punctuation

Prepare a set of sentences in which the necessary punctuation is omitted. After the students make their changes, give them a sheet with the proper punctuation marked.

Punctuation

1. Where is Las Cruces New Mexico
2. Mr Smith will take the students on a field trip on November 10
3. Wow Mike said to the teacher who said School is out
4. Will you go to school on October 16 1990
5. Mrs Elsie T Cow sells Bordens milk
6. Lets take a walk on November 6
7. The person to see is Dr T C Swift

- Fill in the punctuation and state the rules for the punctuation you use.
- Compare the sheet with the correct punctuation with your sheet.
- What new rules do you see?

Comments/Notes:

Phonics

Auditory Discrimination

Source

ED 253 862

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition. Alabama University, Birmingham; Mobile County Public Schools, Alabama. 1976. 180 pp.

Brief Description

Students practice sound discrimination by comparing the sounds of word pairs and by grouping objects which begin with the same sound.

Objective

To help students gain the ability to hear differences between letter sounds.

Procedures

Activity One: Alike or Different

Make a list of paired words. Some pairs should be words that are very different and some pairs should be similar. Vary the difficulty as the learner progresses.

1. house - dog
2. man - men
3. three - three
4. need - neat
5. bet - bed
6. lie - lay
7. kid - child
8. mud - mud
9. shower - slower
10. stoop - stop
11. gone - gone
12. vase - face
13. pin - pen
14. mother - father

Have the students number their papers with the number of paired words.

- Listen to the first pair of words. Are they alike or different? Write an "A" on line one if they are alike. Write a "D" if they are different.

Variation One: If students have trouble writing "A" and "D," they may nod their heads for "alike" and shake their heads for "different," or they may use thumbs up for "alike" and thumbs down for "different."

Variation Two: If hearing the words is not enough, have the students look at the paired words as you call them out. Seeing the differences may help them hear the differences.

Activity Two: Grab Box

Assemble a box of objects that the student can handle. Be sure there are groups of four objects whose names begin with the same sound, e.g., toy, truck, tractor, top; watch, wing, wig, wood; ring, rope, rag, rattle.

- Reach into the box without looking, and remove an object.
- Say its name aloud.
- Take another object from the box.
- Say its name aloud.
- Group all the objects together whose names sound alike at the beginning.
- After you have completed grouping the objects, repeat the names of the objects, and see if the names begin with the same sound.

Comments/Notes:

Reading Aloud

Collaborative Story Telling

Source

"Interchange," *Reading Teacher*, v36 n78 Mar 1983, pp. 690-694.

Brief Description

Students encounter and learn new vocabulary words before reading a story.

Objective

To provide exposure and practice with vocabulary words.

Procedures

Day 1

Select a story for the students to read. List all the new and the important words.

Make up a different story built around this list of vocabulary words. (Common story themes of high interest to young readers include: kings, queens and castles; superhero saves child; animals overcome obstacle.)

Read the story to your reading group.

- Discuss the story.
- Retell the story to your teacher and classmates.

Write the story on the chalkboard or chart paper as the students retell it. You may have to ask questions to elicit responses that contain the new vocabulary words.

- Read the story aloud in unison.
- Take turns reading the story aloud.
- One at a time, underline the new vocabulary words on the board.

Day 2

- Read the story aloud in unison.

Assign the original story to the students to read.

- Read the new story.

Group Activities

Writing Stories with New Vocabulary

Brief Description

Students first identify objects, their sounds, and their functions in the immediate environment and from pictures; then they write sentences containing this information. Later, they write a complete story.

Objective

To develop new vocabulary words. To improve listening skills and learn to recognize common environmental sounds by name, function, and source.

Procedures

- **What do you hear in this room?**
- **What causes these sounds?**

Point to an object.

- **What sounds does this make?**

Locate pictures of visible sources of common environmental sounds, e.g., police car siren, fire engine bell, ambulance siren, hydraulic drills, and automobile horns. Label each picture. Show them to your students.

- **What is this object?**
- **What sound does it make?**
- **What is the object used for?**
- **Write the name of the object and the sound it makes (for example, Boom! Bang! Crrunch!) in your notebook.**
- **Write one complete sentence describing each object, its function, and the sound it makes. For example:**
  1. **I heard the police car's siren before I saw the car.**
  2. **The ambulance arrived with its horn blowing because someone was hurt.**

Source

ED 255 004

Cloze Procedures: A Special Education Teacher's Manual. New York City Board of Education, Division of Curriculum and Instruction and Division of Special Education. 1982. 39 pp.

- Write a story describing a personal experience you have had, or can imagine, involving one of the objects and its sound.

Using a student's story, delete words that describe the objects, their functions, and their sounds. Copy the stories and distribute them among the students.

- Read the entire passage silently before filling any blank spaces.
- Think about the whole story. What is it about? Why did the author write it?
- Fill in the blank spaces. Notice clues that are given for your guidance.
- Read the passage again, with your words in the spaces. Does it make sense?

Comments/Notes:

Reading Aloud

Reinforcing New Vocabulary

Brief Description

Students identify words that they do not know while reading a story silently and then aloud. They then play "Make Me Say."

Objective

To identify words that the student does not know and then reinforce them through play.

Procedures

Introduce the story to your students, and ask them to read it silently.

- What words do you not know?

Write the words on cards.

- Read the story aloud.

Write additional words that the students do not know on cards.

At the completion of the story, spread the cards in front of the students. Ask the students to select a card with a specific word printed on it.

- Choose the word card that the teacher asked for, and hand it to the teacher.

Say the word on the card that the student gives you. If it is the card you asked for, say the word and "You made me say _____." Then ask for a new word card.

If the student hands you the wrong card, say the word on the card the student gave you, and again ask for the correct word card.

The next day review the words by asking students to use each of the words in a sentence while you write the sentences for the student. Underline the story words, and have students read the sentences back to you.

Students sometimes like to switch roles and choose words for you to say.

Source

ED 239 469

Kitano, Margie, and others. *Heuristic Methods for the Mildly Handicapped: Research Report and Manual for Teaching Language Arts and Reading. Final Report.* New Mexico State University, Las Cruces. Department of Educational Specialties. 1983. 91 pp.

You might also prepare a short personalized sentence for each word card.

Mr. Fred M. Smith is my _____. (father)

My kitten is _____. (brown, black, long, new)

Comments/Notes:

Pronunciation

Vocabulary Word Recognition

Brief Description

As a class, students practice the vocabulary word of the day. As individuals, the students listen to a tape recording and follow instructions.

Objective

To aid the students in building vocabulary.

Procedures

Activity One: Vocabulary Word of the Day

Write one vocabulary word on the chalkboard. Throughout the day call on different students to say the word. When a student says it correctly, put a star next to the word. The students will enjoy seeing how many stars they can get in one day.

Activity Two: Vocabulary Word Envelopes

Make an envelope board by attaching sixteen envelopes to your bulletin board. With a black marker, number the envelopes one through sixteen. Make sixteen vocabulary word cards. (You can make different sets of vocabulary word cards for different projects.)

Make a tape recording telling the students to place specific vocabulary word cards in specific envelopes (for example, "Put the word 'it' in envelope Number One," "Put the word 'ten' in envelope Number Ten").

- **Listen to the tape recording, and follow the instructions carefully.**

Source

ED 291 223

Wesson, Caren, and others. *Specifying the Instructional Plan.* Wisconsin University, Milwaukee. 1986. 119 pp.

Decoding Skills

Forming Words with the Prefix "Re-"

Source

ED 255 004

Cloze Procedures: A Special Education Teacher's Manual. New York City Board of Education, Division of Curriculum and Instruction and Division of Special Education. 1982. 39 pp.

Brief Description

Students identify activities that need to be repeated. They emphasize these activities by role-play and written exercises.

Objective

To teach students structural analysis skills to use in decoding unfamiliar words. They will recognize that the prefix *re* means *again* and will apply this knowledge when decoding and deriving meaning from new words.

Procedures

- Describe activities that need to be repeated.
- Role-play these activities. You may use props.
  1. Student arrives at school without science book and realizes that she dropped it on the way to school. Student *retraces* steps and locates book.
  2. Student arrives home after playing baseball outside with friends. He is late for dinner, the family has eaten, and the food is cold. It must be *reheated*.
- Draw a sequence of three pictures to illustrate the experiences you have role-played.
- Arrange the pictures in appropriate order, and describe aloud the actions shown.

Ask the children to listen to a group of words.

replant	retrace
recast	renew
remake	redo
recap	return
reconsider	reheat
reenlist	rewrite

- In what way do these words sound alike?

Write the words on the board (and any others the students might say).

- Write the words in your notebook.
- Underline the prefix *re* and draw a circle around the root word.
- Read the word aloud.
- Are there words that begin with *re* where *re* is not a prefix?

  ready really reach read
- Use the words written on the board in sentences, and write them in your notebook.
- What do these words mean?
- What does the prefix *re* mean?

Write root words on the board.

sole plant

write heat

- Select a root word, combine it with the prefix *re*, and make a new word.
- Fill in the blank spaces in the following sentences with the new words.
  1. After the goat ate our garden last spring, we had to _____ it.
  2. Sometimes we _____ the left-overs the next day and eat them.
  3. When the bottom of my shoe wore out, I asked the shoemaker to _____ it.
  4. I made a mistake on my paper. I had to _____ it.

Distribute the following passage and word list to the students.

It seemed that nothing went right today. First of all, my dog pulled my shoestring loose, so I had to _____ my shoe. My hot chocolate got cold while I was getting ready, so I had to _____ it in the microwave. On the way to school I lost my science book and had to _____ my steps to look for it. At school, I had to _____ my essay because it was messy. Then, I accidentally knocked over a stack of papers on the teacher's desk and had to _____ them. When I got home, I wanted to listen to my favorite cassette tape but had to wait for it to _____. My dog had disappeared during the day, but before I went to bed I saw him _____. At least there was one bright spot in my day.

Word List

reheat	retie
rewind	rewrite
reappear	retrace
restack	

- Read the story.
- Fill in the blanks using words from the word list.

Comments/Notes:

Reading Aloud

Paired Reading

Brief Description

Paired reading "buddies" read stories aloud to each other and help each other understand the reading selection.

Objective

To encourage students to practice reading, and to develop their reading skills.

Procedures

Pair your students into groups of compatible reading "buddies." You may want to pair students of similar ability levels to practice reading from previous assignments, or you may want to pair good readers with poor readers when starting a new book.

Write the buddies' names on a chart, and tape the chart on the chalkboard. Each day, write the reading assignment (book title and/or page numbers) next to their names. This saves writing names daily and only takes a minute to erase and put up new assignments.

Designate a special place for each pair to sit during the paired reading period: on the rug, at their desks, by the teacher's desk, in the corner, etc. Make sure that each pair is separated so as not to interfere with other groups.

- Take turns reading your assignment aloud. Help each other with new or difficult words. Ask each other questions if you do not understand what you are reading.

If all pairs are reading the same book, you may want to follow up this activity with a class discussion about the assignment.

Source

ED 240 051

Collinwood, Gerry E., Hazen, Frances, comp. *Ideas for Learning Centers. Third and Fourth Grade.* Kings County Superintendent of Schools, Hansford, CA. 1977. 59 pp.

Vocabulary Development

Semantic Grid Building

Source

ED 241 903

Personke, Carl R. "The Word's the Thing..." In *Reading: The Core of Learning. Proceedings of the Annual Reading Conference.* Gibbs, Vanita M., comp. 1983. 60 pp.

Brief Description

The students develop new vocabulary by building a "semantic grid" of conceptually related words.

Objective

To aid students' vocabulary development and reading skills by visually demonstrating concept relationships among related words.

Procedures

Begin with a topic word, such as "tools." Under the topic "tools," construct a vertical listing of tools suggested by your students. Next, generate a listing of features, again suggested by your students. Put these words across the top of the grid (see below).

TOOLS

	Pounds	Cuts	Grips	Wood	Cloth	Dirt	Handle
Hammer							
Saw							
Scissors							
Pliers							
Hoe							

Lead a discussion about the different tools.

- What are these tools made of? What can you do with a hammer? a hoe?

Throughout the discussion, place a plus (+) or minus (–) in the appropriate spaces to indicate which features are descriptive of each word. For example, students may observe that a hammer has three pluses (pounds, wood, handle). Have students construct a sentence using these features, such as, "A *hammer* has a *handle* and *pounds* nails in *wood*." Ask a student to write one of the sentences on the board.

- Write a sentence about the hammer.

Discussion about the finished grid is a crucial activity. Through discussion, students will discover several concepts—the uniqueness of each tool, the interrelationship existing among the tools, and the attributes of the categorical concept "tool."

You can expand the discussion in several ways. For example, you may want to add to the list of tools by asking what other tools pound wood. Students may suggest a tool not yet listed which has the same features as one already on the grid. An axe, for instance, has a handle, cuts, and is used on wood, the same description as for a saw. In this case, new features must be added to help determine the tools' criterial attributes—attributes shared by all the tools listed. For example, ask students whether all tools have handles. The addition of new words can help students determine if *handle* is a criterial attribute of *tool*.

Prepare copies of blank grids that students can use individually or in small groups for future semantic feature analysis activities.

Comments/Notes:

Critical Reading

Writing Activities

Source

ED 241 903

Baker, Caroline. "Writing for Reading: Listening to the Flip Side." In *Reading: The Core of Learning. Proceedings of the Annual Reading Conference.* Gibbs, Vanita M., comp. 1983. 60 pp.

Brief Description

Suggests several writing activities in which students write about reading assignments to develop critical reading, thinking, and study skills.

Objective

To use specific writing activities to enhance students' reading ability.

Procedures

Choose any of the following activities to reinforce students' reading skills with writing. Many of the activities are well-suited for content area reading selections.

Recall Tasks

- **Write from memory names of characters, times, and places of action.**
- **Write from memory main ideas of the paragraph or story.**
- **Write about likenesses or differences in characters or actions.**
- **Write about stated reasons for events in the reading assignment.**

Reorganization Tasks

- **Write a paragraph categorizing people, things, or places.**
- **Outline a reading selection.**
- **Condense a reading selection.**
- **Consolidate ideas or information from more than one source.**
- **Predict the outcome of an incomplete reading selection.**
- **Write about the motivations of characters.**

Judgment/Evaluation Tasks

- **Write about experiences you have had that are similar to ones in the reading selection.**

- Verify the facts in the reading selection, using different sources.
- Discuss whether a character's decision or action was right or wrong, and explain why.

Other Activities Using Writing to Enhance Reading

1. Give a dictation or copying exercise based on a previously read selection.
2. Provide students with pictures from books or magazines. Have students write sentences or paragraphs about the pictures.
3. Give students sentence-combining exercises, using sentences from a reading assignment.
4. Have students write summaries of reading assignments.

Comments/Notes:

Annotated Bibliography of Related Resources in the ERIC Database

Documents cited in this section provide additional resources for teaching remedial reading. The ED numbers for sources in *Resources in Education* are included to enable you to go directly to microfiche collections, or to order from the ERIC Document Reproduction Service (EDRS). Journal article citations are from the *Current Index to Journals in Education*, and can be acquired most economically from library collections or through interlibrary loans.

Anderson, Gordon S. "Handbook for a Self-Programmed Reading Diagnostic/Remediation Approach." Paper presented at the 3rd Annual Meeting of the National Council of Teachers of English Spring Conference, 1984. 40 pp. [ED 247 522]

Intended to help reading teachers develop and demonstrate mastery of diagnostic or remediation skills prior to or with application in a real classroom, this handbook provides simulated materials for use within a course or staff development program to supplement lectures, discussions, readings, demonstrations, and films. Following an introduction, the six sections of the handbook contain the following: (1) a description of the components of the kit, (2) a discussion of the whole language reading theory and its application, (3) procedures for using the materials described, (4) procedures for rereading miscue inventory, (5) diagnostic procedures, and (6) instructional procedures.

Biggins, Catherine M.; Sainz, Jo Ann. "How Can the Reading Disabled Student Learn To Read and Enjoy Relevant Literature?" Paper presented at the Annual Conference of the Children's Literature Association, 1989. 21 pp. [ED 306 542]

Discusses the many factors that influence a child's development of reading skills. Asserts that (1) teachers must make certain that tasks are interesting, relevant, and varied, and that the students are motivated to engage in them; (2) teachers are most effective when they allow more time for reading, proportion work time, closely monitor pupils' efforts to ensure continued engagement, provide for frequent repetition, and drill to overlearning; and (3) educators must find and implement ways to promote broad personal and social development as well as functional literacy skills and knowledge.

Cook, Christine K. "Self-Concept and the Disabled Reader: An Annotated Bibliography." Exit Project, Indiana University at South Bend. 1988. 43 pp. [ED 298 440]

Intended to be of help to teachers who deal with students having problems in reading, this annotated bibliography examines research findings on the relationship between reading achievement and self-concept in elementary students. The introductory portion states the problem and the purpose of the study, as well as its limitations and organization. The 28 annotations follow, incorporating studies on self-concept and reading, the implications for teachers [illegible]rding classroom climate and instructional strategies, and the effectiveness of self-concept enhancement. The summary provides an overview of the annotated literature, followed by conclusions and recommendations.

Fowler, Will. "Decoding Skills and the Remedial Reading Program." 1988. 14 pp. [ED 302 811]

Asserts that the primary task of all teachers at all grade levels in all disciplines should be to identify the poor reader and find assistance for that student. Reports that recent research has shown that phonics instruction is important in the early stages of reading, but some students simply do not learn the decoding skills needed to advance their reading skills. These students make very little progress even after they are grouped together and given special reading material, usually in the middle school years. Explicit phonics instruction appears not to work beyond the second grade, so other remediation techniques, such as computer-assisted instruction, peer tutors, and the "vowel-sound-stick" method, should be implemented.

Goodman, Yetta M.; and others. *Reading Miscue Inventory: Alternative Procedures.* Richard C. Owen Publishers, Inc., Rockefeller Center, Box 819, New York, NY 10185 ($16.95). 1987. 238 pp. [ED 280 009; document not available from EDRS]

Expanding on the original *Miscue Inventory*, this book examines various miscue analysis procedures and discusses how they provide teachers with effective methods for understanding and measuring students' reading processes. The chapters are divided into three parts, focusing on miscue analysis and the reading process, miscue

analysis procedures, and miscue analysis and curriculum development. Appendixes include a summary of procedures, Gordon's miscue analysis, blank forms used in various procedures, and previous miscue analysis formats.

Grant, James O. "Remediating Reading: A Curriculum Design," *Academic Therapy*, v23 n1 p17-22 Sep 1987.

Consistency with flexibility can be provided in a remedial reading program for learning disabled elementary grade students with a seven-step program involving oral language remediation, alphabetic-phonetic instruction, auditory analysis, Glass analysis, neurological impress, and strategies for comprehension.

Implementation Handbook for the Comprehensive Reading Program. Chicago Board of Education, IL. 1987. 53 pp. [ED 298 474]

This handbook describes the procedures for implementing the Comprehensive Reading Program of the Chicago Public Schools, a reading program for all students in kindergarten through grade 8 which is consistent with the goals established by the Illinois State Board of Education. Intended as a guide for staff and as an aid in staff development activities, the handbook is designed to serve as a basis for implementation of the regular reading program as well as programs of reading instruction for special education students, limited-English-proficient students, and students in the Education Consolidation and Improvement Act Chapter 1 and other funded programs. The handbook presents the expected learning objectives, program components, implementation procedures (including placement, reading time allotment, grouping for instruction, instructional strategies and materials, and the role of the library program), and the management and monitoring system for each level.

Jensema, Carl; and others. "Teaching Reading to Hearing Children via Captioned Television," *Computers, Reading and Language Arts*, v2 n1 p20-23 Sum-Fall 1984.

Investigates the use of closed captioning as reading material in the classroom environment of hearing children, both remedial and regular.

Levine, Sally F. *Increasing Sight Vocabulary in Grades 1, 2, and 3 through Cross-Age Tutoring and Game Strategies*. Ed.D Practicum, Nova University. 1986. 87 pp. [ED 271 723]

Describes a practicum addressing (1) elementary school students' need to increase their sight vocabulary, (2) their needs for self-esteem, (3) their individual learning differences, and (4) the practical difficulties of providing additional practice time and personnel to teach. The introduction of the guide discusses the community in which the school is located and the role and responsibilities of the reading specialist-author of the practicum, while the second section documents the problems and needs of the remedial reading students in the primary grades, and explores research pertaining to these problems. The third section discusses anticipated outcomes and evaluation instruments, presenting the goals of the program. The fourth section describes the selected solutions to the sight vocabulary problem, specifically a cross-age tutoring program that employed game strategies in three to four sessions per week. Training of the student tutors as well as the testing procedures are also described. The last section presents the results of the program. Positive responses to the program from teachers and students are also discussed in this section, as are recommendations for future cross-age tutoring programs. Appendixes include a teachers' sight word list/test, and a tutored students' postprogram questionnaire.

MacKinnon, G. E.; Waller, T. Gary, eds. *Reading Research: Advances in Theory and Practice. Volume 4*. Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($45.00). 1985. 262 pp. [ED 261 357; document not available from EDRS]

This volume focuses on the nature of reading and reading disabilities, with implications for both theory and practice. The first chapter of the book reports on a long-term study of the nature of individual differences in reading disability, while the second chapter reports on the current status of a longitudinal investigation in Sweden on the development of reading skills and reading disability. The third chapter addresses the extent to which differences in instruction may contribute to the development of differences in reading skill. The fourth chapter surveys the basic research and theoretical literature on the nature of the reading skill possessed by the skilled reader, and the fifth chapter discusses the processes involved in rapid reading and its nature in speed readers. The final chapter describes what happens to reading skill following brain damage and discusses the implications of studies on individuals so disabled as models of the reading process.

Minskoff, Esther H. "A Phonic Remedial Reading Approach," *Techniques*, v2 n4 p297-302 Oct 1986.

The "Phonic Remedial Reading Lessons" is a systematic, comprehensive phonics program designed for reading-disabled children. The 77 lessons teach about single letters and single sounds, two-letter sounds, consonant

blends, graphemes, exceptions to configurations, and word building. The program's underlying strategies and other recommendations for remedial reading instruction are discussed.

Mossburg, Jacqueline. "A New Approach to an Old Problem: Remediation Not Just Another Pull-Out," *Reading Teacher,* v42 n4 p342-43 Jan 1989.

Describes a remediation program designed to promote students' self-confidence, in addition to promoting fluent reading and enhancing comprehension. Notes that the program uses real books with meaningful language patterns, presented so that each student experiences success.

Narang, H. L. "An Annotated Bibliography of Articles on the Teaching of Reading to Children with Special Needs." 1986. 9 pp. [ED 274 951]

Focusing on the teaching of reading to children with special needs, this bibliography includes citations with brief annotations on such aspects as spelling, cloze procedure, language acquisition, and remedial reading instruction. The annotations are divided into the following sections: (1) general, (2) English as a second language (ESL)—bilingual children, (3) gifted children, (4) reluctant readers, and (5) remedial/disabled readers.

Ngandu, Kathleen M. "Dyslexia and Severe Reading Disability." American Federation of Teachers, Washington, DC. Teachers' Network for Education of the Handicapped. 1981. 9 pp. [ED 235 168]

This handbook contains advice for the teacher in diagnosing dyslexia and developing an individualized program for overcoming severe reading problems. Observable characteristics of dyslexia are listed as an aid to the teacher's diagnosis, but it is emphasized that cooperation between the teacher and a reading specialist is of great importance in developing effective instructional plans. Fifty effective instructional strategies are listed which highlight many teaching techniques and ideas that have been successfully used with severely disabled readers in classroom as well as in clinical settings. A list of resources with additional information about dyslexia and severe reading disability is included.

Perretti, Rosemarie T. "Reading Improvement Groups Read Novels," *Reading Teacher,* v42 n6 p447-48 Feb 1989.

Describes the literature-based process approach used in a fourth grade remedial reading program.

Pinnell, Gay Su. "Holistic Ways To Help Children at Risk of Failure." Themed Issue of *Teachers-Networking: The Whole Language Newsletter,* v9 n1 p1,10-12 Fall 1988. 5 pp. [ED 301 853; paper copy not available from EDRS]

Describes procedures called Reading Recovery (designed by Marie M. Clay) to help young children at risk of failure in reading. The goal of the program is to help children develop an independent, self-generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience. The program is based on the principle that children learn to read by reading and the focus of reading is always on meaning. The child participates daily in a one-to-one intensive lesson guided by a teacher who is specially trained to help children develop strategies while they are engaged in meaningful reading and writing tasks. Learning from the success of Reading Recovery, it is possible to draw some general principles for working with young children: invest in the professional development of teachers; provide oral language support for literacy learning; provide high quality reading materials; create massive opportunities for children to read and write; and increase the teachers' observational power.

Ramsey, Wallace. "Infusing Clinical Reading Instruction with Whole Language." Paper presented at the 2nd Annual Meeting of the National Reading and Language Arts Educators' Conference, 1985. 10 pp. [ED 266 411]

A whole language approach is emphasized in the reading clinic at the University of Missouri (St. Louis) because disabled readers need to practice their skills simultaneously in speaking, listening, and reading. At the clinic, teachers are encouraged to learn and use several approaches to teaching reading. However, the language experience approach is emphasized because it is the least known by graduate students. Teachers encourage children to share real experiences, as well as vicarious ones, and then stimulate thorough oral discussion of any shared experience before attempting to recreate a real story. The child's story is recorded in standard English, without attaching labels of correctness or incorrectness. Follow-up activities are designed to improve more specific skills. A balanced approach to word recognition is taken, with the use of context, sight words, phonics, and morpheme analysis emphasized in proportion to their usefulness in reading and to the child's particular learning style. Teachers report a positive jump in the level of interest in reading and a marked increase in willingness to participate, with measurable and significant growth recorded for most children.

"Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in *Dissertation Abstracts International*, July through December 1985 (Vol. 46 Nos. 1 through 6)." ERIC Clearinghouse on Reading and Communication Skills, 1985. 7 pp. [ED 268 494]

This collection is part of a continuing series providing information on recent doctoral dissertations. The six titles deal with the following topics: (1) a comparison of mastery and nonmastery learning approaches to teaching reading comprehension to Title I students in second through sixth grade, (2) induced mental imagery and the comprehension monitoring of poor readers, (3) the reading and mathematics achievement of Title I and non-Title I students in the Archdiocese of San Francisco, (4) the effects of instruction in text lookback strategies on fourth grade poor readers' comprehension ability, (5) training and generalization of oral reading responses of poor readers as functions of prosthetic reinforcement and discourse unit, and (6) using a modified cloze procedure to effect an improvement in reading comprehension in reading disabled children with good oral language skills.

Sanacore, Joseph. "Independent Reading for Remedial and At-Risk Students: The Principal Can Make a Difference." 1988. 20 pp. [ED 298 468]

In supporting independent or contextual reading, the principal can make a major difference in the lives of remedial and at-risk students. Initially, curricular congruence should be firmly established so that learning center staff and classroom teachers mutually support the use of school time for developing students' fluency. In addition, sustained silent reading and paired repeated reading are specific strategies to consider for remedial students who already have experienced failure. Conversely, maintenance of reading levels, reading recovery, and paired reading are useful suggestions for children who are at risk of failing. These approaches, if used positively, can benefit students in remedial and preventive ways. A perceptive principal will work cooperatively with teachers, guiding them to match the best approaches with the needs of students to develop fluency and lifetime reading habits.

Schell, Leo M. "Strategies for Independently Attacking Unrecognized Words," *Reading Horizons*, v26 n2 p117-22 Win 1986.

Provides methods that teachers can use to help remedial readers attack both monosyllabic and multisyllabic words they do not recognize.

Singh, Nirbhay N.; Singh, Judy. "A Behavioral Remediation Program for Oral Reading: Effects on Errors and Comprehension," *Educational Psychology*, v6 n2 p105-14 1986.

Explores the efficacy of a behavioral remediation program for oral reading on oral reading errors and comprehension of four moderately mentally retarded children. Reveals a clear relationship between remediation and oral reading errors and proves that the remediation program was effective in reducing oral reading errors and increasing comprehension scores.

Team Oriented Corrective Reading (TOCR): A Handbook for Corrective Reading. Revised. Wichita Unified School District 259, KS. 1985. 111 pp. [ED 271 727]

Designed to provide the special instruction needed by students with reading disabilities, this handbook describes a team oriented approach for corrective reading. The first section describes the goals and definitions of the team oriented corrective reading (TOCR) program, while the second section delineates the team approach and the roles of the administration, the special reading teacher, the classroom teacher, the support personnel, the student, and the parents. The third section outlines the six steps for implementation, including identification, screening, diagnosis, scheduling, instruction, and evaluation. The next two sections define the role of the special reading teacher as a resource person, and discuss organizing for group instruction, including grouping procedures, principles of grouping, and steps for implementing a levels reading program. The last two sections present a sequential skills guide and a curriculum management system. A bibliography is included, and sample TOCR forms, tests and diagnostic aids, aids to grouping, a guide for parent-teacher conferences, and consonant and vowel lists are appended.

Webre, Elizabeth C. "Personalized Progress Charts: An Effective Motivation for Reluctant Readers." 1988. 5 pp. [ED 298 435]

Progress charts are an effective means of dramatizing student effort and improvement in reading and are especially important for remedial reading students, who need concrete evidence of progress. Remedial reading students often need extrinsic reward, and progress charts lend themselves to the element of reward and to the recording of successes in specific reading skills. Charts should be based on students' interests and designed and created by the students themselves using such ordinary materials as poster board and felt markers. Units of improvement chosen to be recorded on the chart should be small enough so that progress can be recorded at frequent intervals. For example, if a child is interested in baseball, the progress chart can be designed as a baseball diamond,

with the student scoring a home run for each book read. In this way, the student is rewarded for small steps taken in the reading process and his or her successful efforts are recognized visually.

Wicklund, LaDonna K. "Shared Poetry: A Whole Language Experience Adapted for Remedial Readers," *Reading Teacher*, v42 n7 p478-81 Mar 1989.

Describes how a shared poetry exercise, combining whole language experiences with process writing techniques, motivates remedial readers. Notes that this technique helps remedial readers achieve success in writing, build sight and meaning vocabularies, and improve reading fluency.

Williams, Geoffrey; and others. "Revaluing Troubled Readers. Two Papers. Program in Language and Literacy Occasional Paper No. 15." 1986. 44 pp. [ED 275 997]

Focusing on common misconceptions about children who have trouble learning to read, two papers discuss new ways to think about and teach these students. "Revaluing Readers and Reading," by Kenneth S. Goodman, argues that troubled readers should not be thought of as sufferers from an illness, but as strong, healthy individuals fully capable of learning how to read. To help prepare educators to build on these strengths, Goodman discusses some basic facts about how reading, as a unitary psycholinguistic process, works and develops. Geoffrey Williams and David Jacks' paper, "The Role of Story: Learning to Read in a Special Education Class," explores (1) the assumption that children who have trouble learning to read are deficient; (2) whether a change in approach that emphasizes the social uses of written language might, over an extended period of time, enable them to read more confidently; and (3) the practical management of collaborative language research in a special education setting. To accomplish these purposes, the article details the progress made in one year by 13 elementary children in a special education class. The class emphasized extending the functional range of written stories by employing what children already knew about the oral use of narrative.

Woltz, Lynn A. "Mainstreaming, Reading and Classroom Teachers." Paper presented at the 9th Annual Meeting of the Plains Regional Conference of the International Reading Association, 1981. 14 pp. [ED 219 741]

Disabled students slotted into regular classrooms may exhibit difficulties in auditory perception, sound blending, auditory closure, visual perception, language usage, or a combination of the above. Certain techniques exist, however, that teachers may employ to aid these students. Among these techniques are success structuring and behavior modification. Diagnostic reading tests designed for use with individuals provide a detailed analysis of specific reading skills and difficulties. Even more refined tests designed for the evaluation of specific reading skills can be used to determine oral reading ability. Highly specialized ways of teaching reading to the disabled student include (1) the cloze procedure designed to help students use the patterns of oral language to comprehend written language; (2) the DISTAR Reading Program designed for children with a mental age of 4-0 or above; (3) the Edmark Reading Program designed for students with extremely limited skills; (4) the Fernald Method designed to use both language experience and tracing techniques and recommended only when other methods have proved ineffective; (5) the Gillingham Method designed to teach reading, writing, and spelling by teaching units of sounds or letters of the alphabet; (6) the Glass Analysis Method designed to concentrate on the decoding of words through intensive auditory and visual training focused on the word being studied; (7) the Hegge-Kirk-Kirk Remedial Reading Drills designed to use the principles of minimal change; (8) the Neurological Impress Methods designed for students with severe reading disabilities; and (9) the VAKT Approach designed to incorporate several sensory modalities in the learning process.

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